SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

Making Sense of the IDEA Annual Performance Report (APR) 2014-2015

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Annual Performance Report (APR)

Agenda

- What is the APR?

- Where does the data come from?

- What does this mean to districts?

- Where are the largest opportunities for improvement?

- What is Idaho doing well?

Annual Performance Report (APR)

What is the APR?

Each state is required to have in place a State Performance Plan (SPP) evaluating the state's implementation of IDEA Part B describing how the state will improve such implementation.

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What is the APR? (cont.)

States receiving IDEA funds must complete the Annual Performance Report (APR) which evaluates the state efforts to implement the requirements and purposes of Part B of the IDEA, and reports annually on the state performance.

The current APR includes 17 indicators.

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Where does the data come from?

The data used in the APR comes from a combination of:

- ISEE Data

- Monitoring

- ISAT Data

- Early Childhood Outcomes Data

- Dispute Resolution Summary

- Survey Data

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Where does the data come from? (cont.)

The data used in the APR is considered either:

- Results-Driven (R)

- Compliance (C)

Annual Performance Report (APR)

Where does the data come from? (cont.)

The 16 Indicators get their data from:

- **Indicator 1:** Graduation Rate – ISEE Data (R)

- **Indicator 2:** Drop Out – ISEE Data (R)

- **Indicator 3B and 3C:** Participation and Proficiency – ISAT Data (R)

- **Indicator 4A and 4B:** Suspension/Expulsion – ISEE Data (R) & (C)

- **Indicator 5:** Education Environments – ISEE Data (R)

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Where does the data come from? (cont.)

The 16 Indicators get their data from:

- **Indicator 6:** Preschool Environments – ISEE Data (R)

- **Indicator 7:** Preschool Outcomes – EC Outcomes Data (R)

- **Indicator 8:** Parent Involvement – Survey Data (R)

- **Indicator 9:** Disproportionate Representation – ISEE Data (C)

- **Indicator 10:** Disproportionate Representation – ISEE Data (C)

- **Indicator 11:** Child Find – ISEE Data (C)

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Where does the data come from? (cont.)

The 16 Indicators get their data from:

- **Indicator 12:** Early Childhood Transition – ISEE Data (C)

- **Indicator 13:** Secondary Transition – Monitoring (C)

- **Indicator 14:** Post-School Outcomes – Survey Data (R)

- **Indicator 15:** Resolution Sessions – Dispute Resolution Summary (R)

- **Indicator 16:** Mediation – Dispute Resolution Summary (R)

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What does this mean to the districts?

Annual District Determinations are currently based on the compliance indicators.

If district data is not correct in the ISEE uploads, then the calculations for each indicator will not be accurate. This can lead to a determination of "Needs Assistance" instead of "Meets Requirements".

Annual Performance Report (APR)

Where are the largest opportunities for improvement?

Indicator 1: Graduation

Results-Driven Indicator

FFY 2014 State Target 90%

FFY 2014 State Percentage 59.22%

The new cohort graduation rate is reflected in FFY 2014 which was SY 2013-2014.

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Indicator 1:
3 Year Graduation Percentage
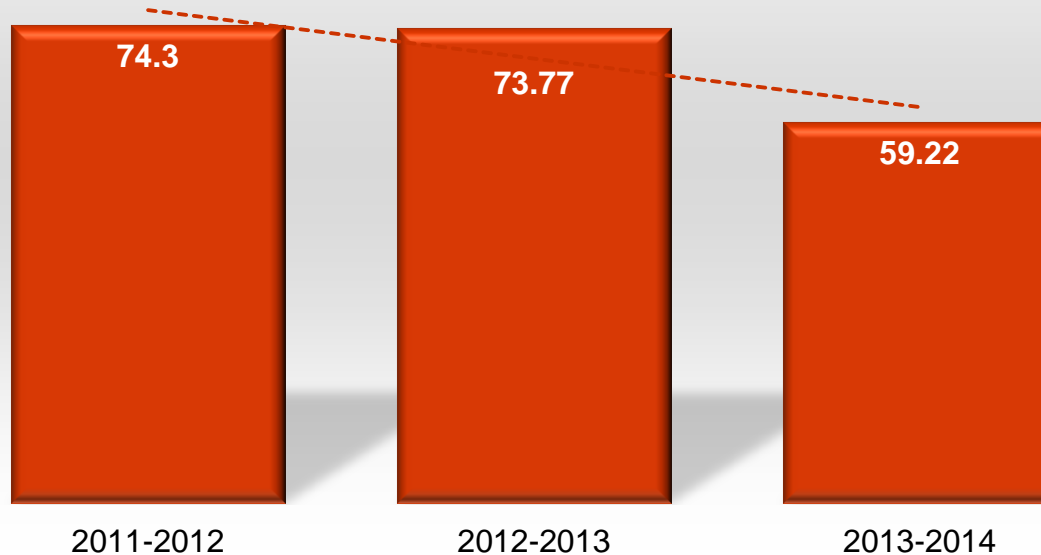
74.3
73.77
59.22

2011-2012 2012-2013 2013-2014

Goal

Annual Performance Report (APR)

Where are the largest opportunities for improvement? (cont.)

Indicator 7: Preschool Outcomes

Results-Driven Indicator

Measures the effectiveness of Early

Childhood programs through both

growth and movement of students

towards age expectancy in the following

areas:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors

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Where are the largest opportunities for improvement? (cont.)

Indicator 7:

Early Childhood Outcomes has 6 different state targets. Each area tested has a target for both growth and movement towards age expectancy.

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Indicator 7:
3 Years of Early Childhood Outcomes
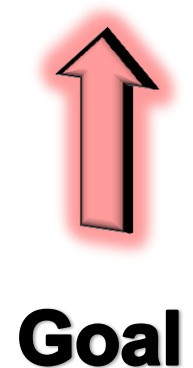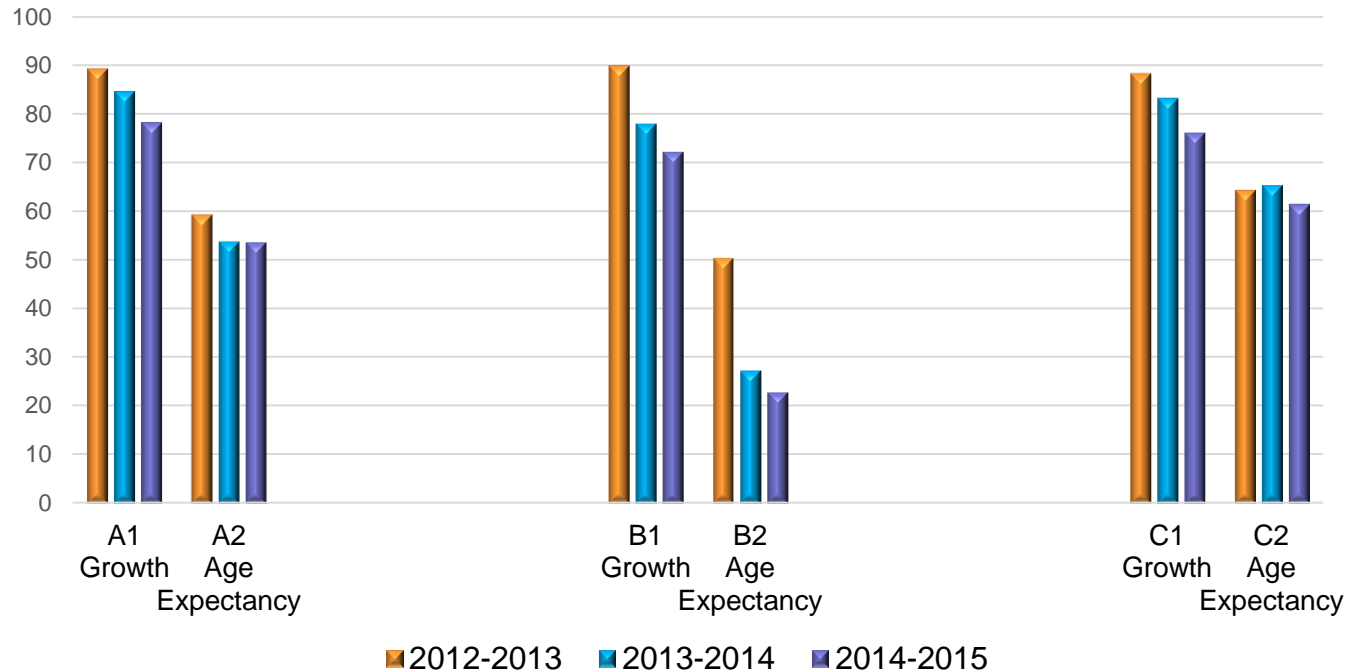
Annual Performance Report (APR)

Where are the largest opportunities for improvement? (cont.)

Indicator 12: Early Childhood Transition

Compliance Indicator

FFY 2014 State Target: 100%

FFY 2014 State Percentage: 97%

Annual Performance Report (APR)

Indicator 12:
3 Years of Early Childhood Transition
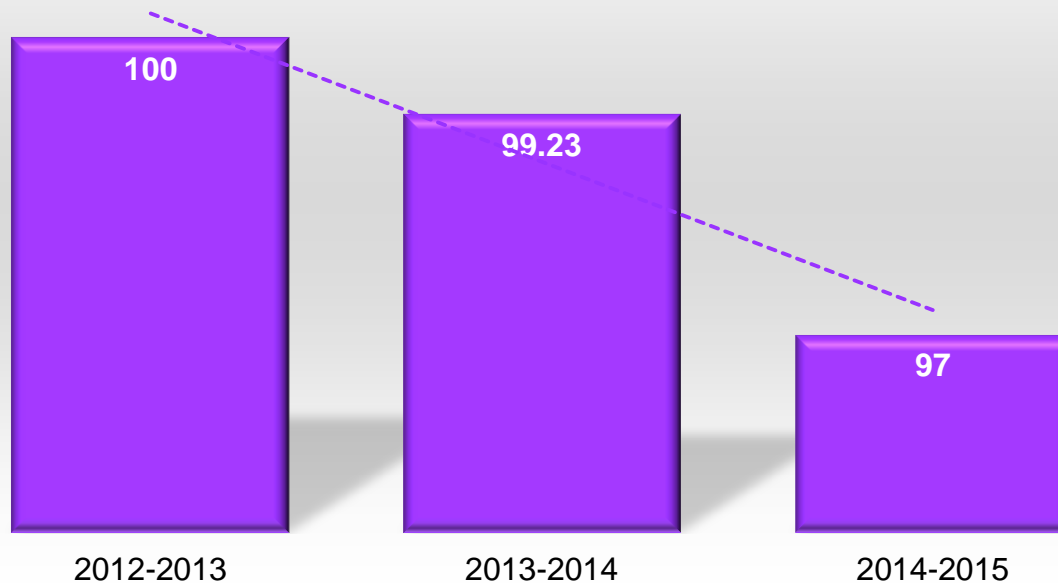
100	99.23	97
2012-2013	2013-2014	2014-2015

Goal

Annual Performance Report (APR)

Where are the largest opportunities for improvement? (cont.)

Indicator 13: Secondary Transition

Compliance Indicator

FFY 2014 State Target: 100%

FFY 2014 State Percentage: 67.33%
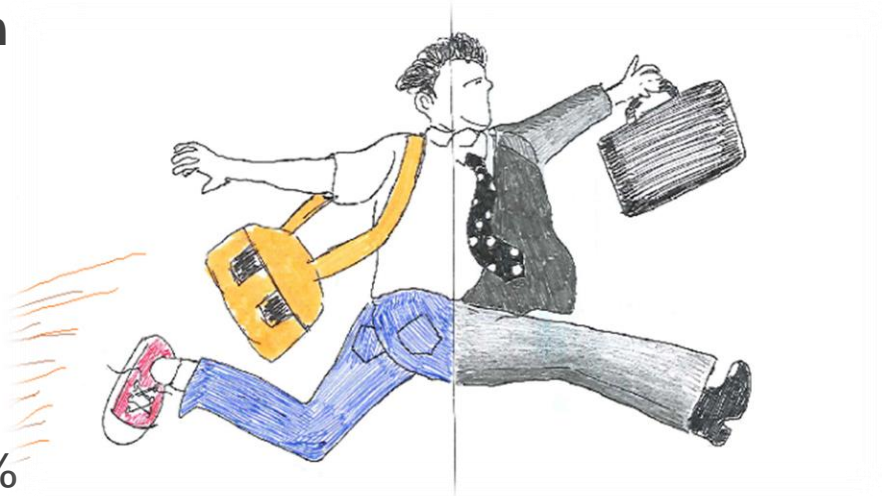
Annual Performance Report (APR)

Indicator 13
3 Year Secondary Transition Percentages

- 2012-2013: 22.5
- 2013-2014: 55
- 2014-2015: 67.37

Goal ↑
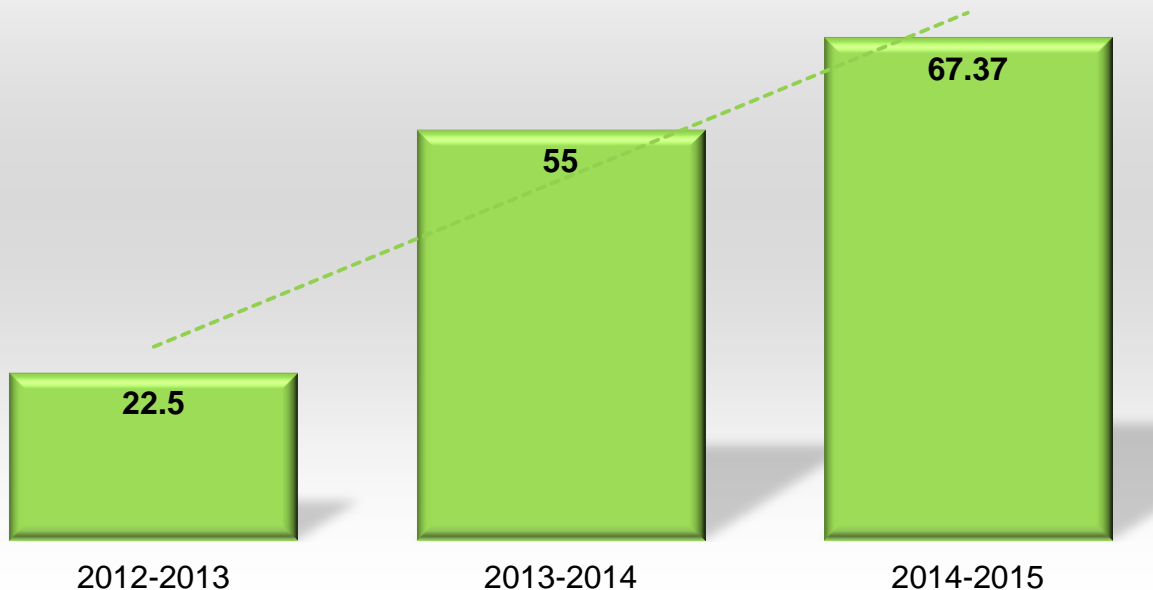
Annual Performance Report (APR)

What is Idaho doing well?

Indicator 3B: Participation for Students with IEPs
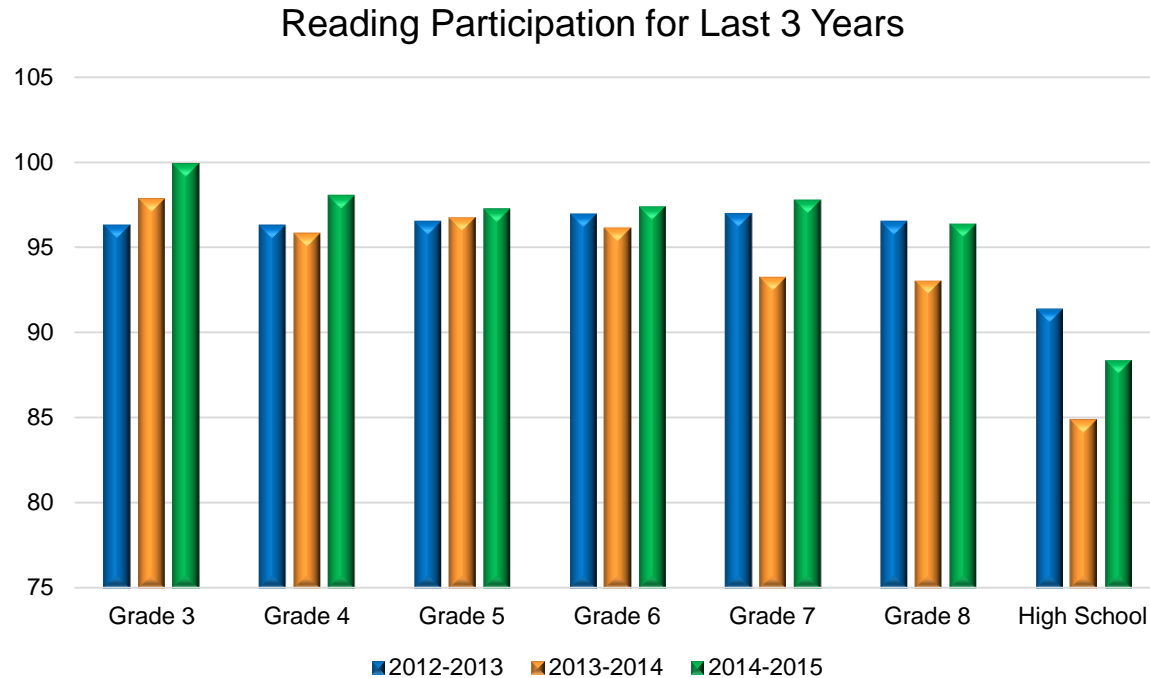
Results-Driven Indicator

Exceeded the state target of 95%

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3-Year Reading Participation

Annual Performance Report (APR)

3-Year Math Participation

Math Participation for Last 3 Years
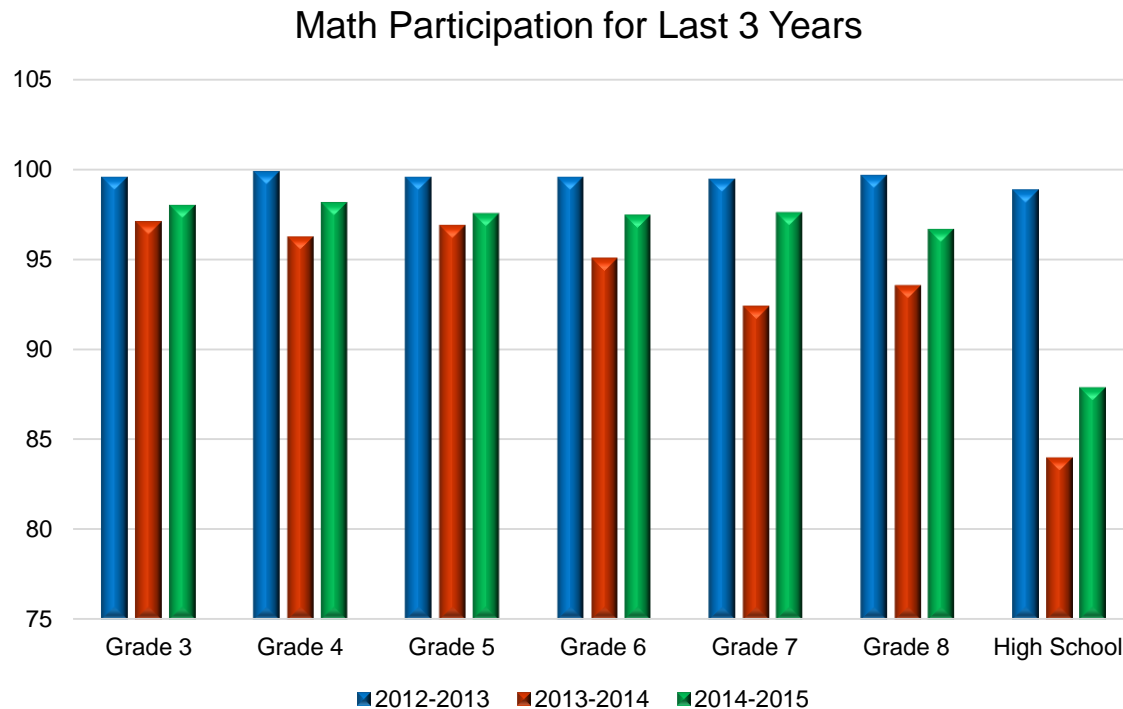
Annual Performance Report (APR)

What is Idaho doing well? (cont.)

Indicator 5: Educational Environments (children 6-21)

Results-Driven Indicator

Measures district's progress towards placing students in general education environments.

A. Inside regular class 80% or more of the day
B. Inside regular class less than 40% of the day
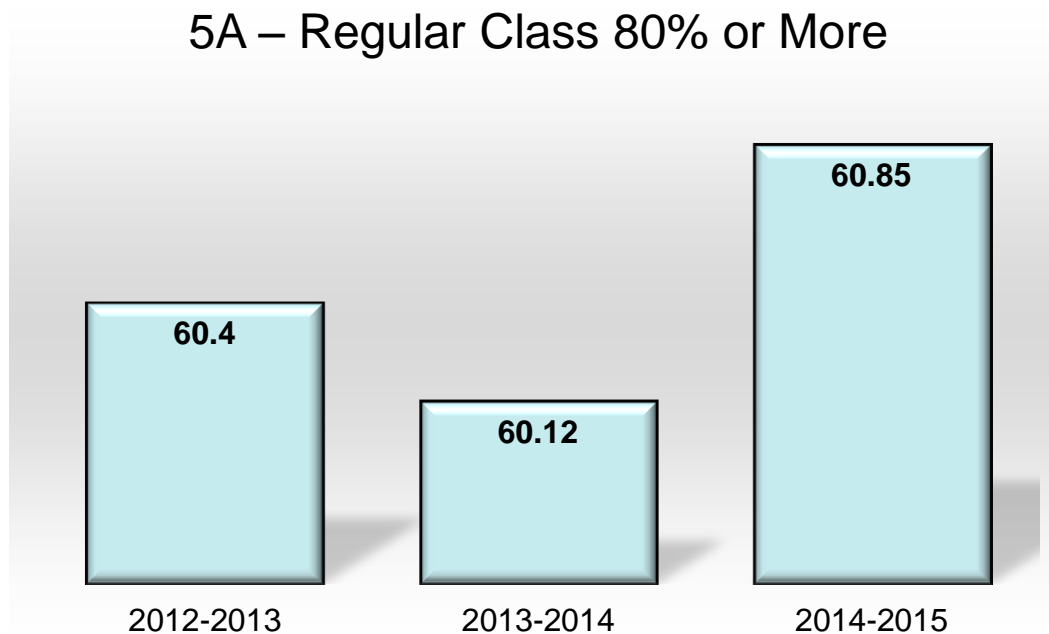C. In separate schools, residential facilities, or homebound/hospital placements

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Districts increased the percentage of children with IEPs aged 6-21 inside the regular class 80 % or more of the day to 60.85%.

5A – Regular Class 80% or More

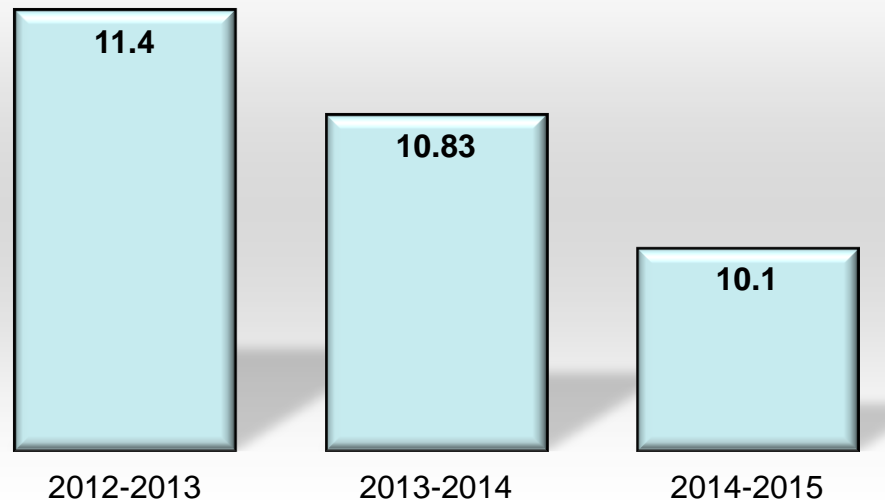| Year	Value
2012-2013	60.4
2013-2014	60.12
2014-2015	60.85

Goal

Annual Performance Report (APR)

Districts showed a decrease in the children with IEPs aged 6-21 inside regular class less than 40% of the day of .73%.

5B – Regular Class 40% or Less

| 2012-2013	2013-2014	2014-2015
11.4	10.83	10.1

Goal ↓

Annual Performance Report (APR)

A decrease in the children with IEPs aged 6-21 inside separate schools, residential facilities, or homebound placement indicates an improvement of time spent in regular class. The state target of 1.5% was met.

5C – Separate School, Residential Facilities, or Hospital/Homebound

2012-2013	2013-2014	2014-2015
1.2	1.21	1.18
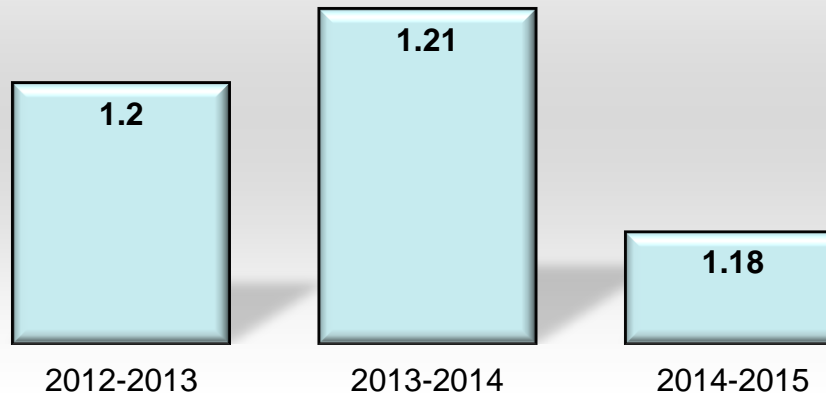
Annual Performance Report (APR)

What is Idaho doing well? (cont.)

Indicator 8: Parent Involvement

Results-Driven Indicator

A survey is sent out to parents of students with disabilities at the end of the school year. Parents provide information on how schools have facilitated parental involvement throughout the school year.

FFY 2014 State Target: 59.6%

FFY 2014 State Percentage: 61.16%
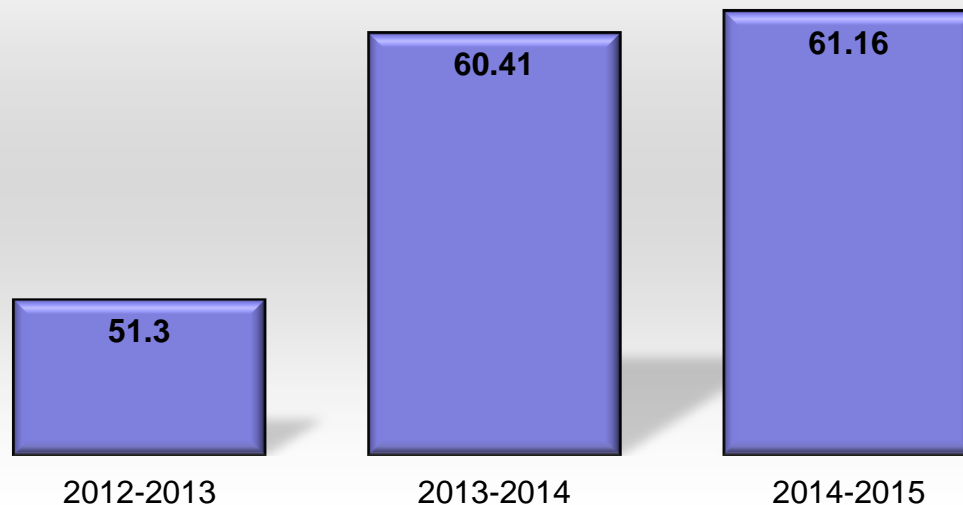
Annual Performance Report (APR)

Parental Involvement has increased year over year.

Indicator 8:
3 Year Parental Involvement Rate
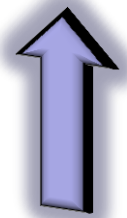
Year	Rate
2012-2013	51.3
2013-2014	60.41
2014-2015	61.16

Goal

Annual Performance Report (APR)

What is Idaho doing well? (cont.)

Indicator 11: Child Find

Compliance Indicator

FFY 2014 State Target: 100%

FFY 2014 State Percentage: 98.53%

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As a state, the percentage needs to increase to 100%.
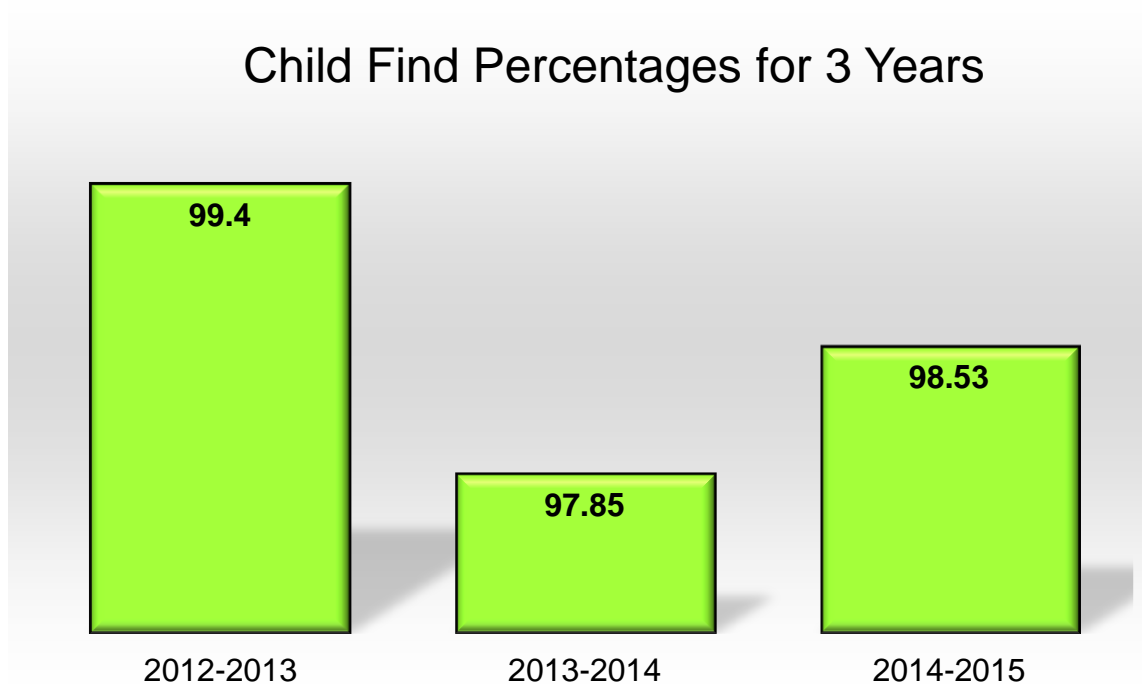
Child Find Percentages for 3 Years

2012-2013	2013-2014	2014-2015
99.4	97.85	98.53

Goal

In Closing

There is much to be proud of and if the state and districts continue to work together there is nothing that we can't accomplish.

Annual Performance Report (APR)

In Closing

In the areas that have improved, the state and districts need to continue the momentum and focus on reaching targets.

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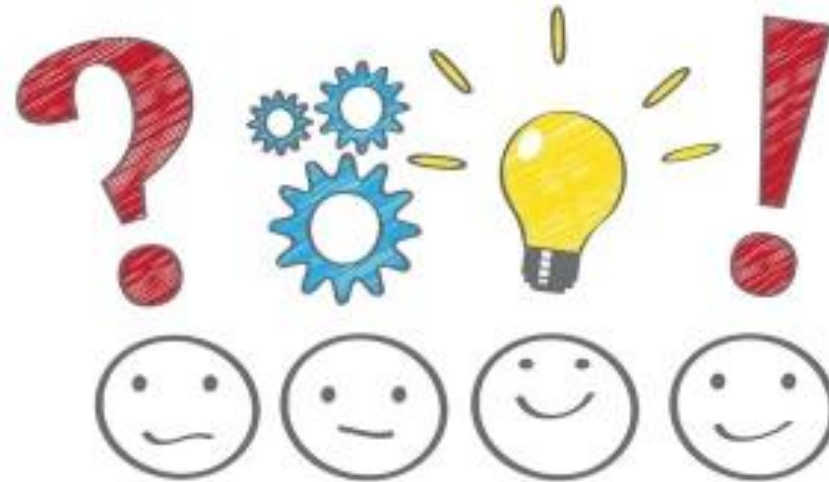
Questions?

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